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Research Article

PEDAGOGICAL FEATURES OF FORMATION OF COMMUNICATION CULTURE OF TEACHERS OF GENERAL SECONDARY EDUCATION INSTITUTION

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Nizomova Nodira Pakhrutdinovna

Head Of The Department Of Pedagogy And Psychology, Profi University, Uzbekistan

ABSTRACT

This article examines and analyzes the role of practical training of students as a factor in the formation of the pedagogical culture of the future teacher. The issue of personality culture, the mechanisms of its formation, as well as the need to educate a comprehensively developed personality of the future teacher is considered. As a form of professional training in higher education, practical training of students is based on a scientific theoretical foundation, which allows for the fulfillment of theoretical and practical tasks of professional training of a modern foreign language teacher. The article states that pedagogical practice in the learning process can help future teachers determine the correct choice of field of activity.

KEYWORDS

Teaching practice, pedagogical culture, teacher, English teacher, abilities, skills, knowledge.

INTRODUCTION

Formulation of the problem. Currently, a huge number of studies are devoted to pedagogical science, since the formation of an adequate, comprehensively developed personality, the general progress of human knowledge, and the rise of the country's culture and economy largely

depend on it. Socio-economic changes in the state, the definition of a new strategy for the development of the institution of higher education have significantly increased the requirements for the training of teachers and teachers of a foreign language. Practical skills are

important in the professional development of a future highly qualified specialist. Based on this, we cannot help but note the important role and significance of practical training in general and, in particular, teaching practice, during which philology students hone the skills and abilities they need to master, and the pedagogical culture of the future teacher is formed foreign language. Today, it becomes obvious that it is necessary to find new ways to optimally organize the practical training of future teachers and foreign language teachers, contributing to the development of their professional competence and the formation of a pedagogical culture. As a form of professional training in higher education, practical training is based on a scientific theoretical foundation, which allows for the fulfillment of theoretical and practical tasks of professional training of a modern foreign language teacher.

Thanks to practical training in schools and higher educational institutions, philology students can determine how correctly they have chosen their field of future activity, highlight the priority personal qualities of a teacher, and become convinced of how important it is for a modern teacher to know perfectly the theory of the discipline being taught and skillfully apply it in practical work. Various aspects of organizing and conducting teaching practice for students studying foreign languages are reflected in the scientific research of I. Arustamova, I. Bogdanov, V. Evdokimova, I. Ermak, A. Yesanina, I. Efremov, I. Lepetsinsky, V. Lozova, L. Zelensky, M. Zubkova, E. Kin, I. Prokopenko, V. Stenkova, O. Fortunatova, O. Khachirova. Consideration of

various issues about the pedagogical culture of student trainees and teachers was carried out by: B. Ananyev, O. Anisimova, A. Asmolov, A. Barabanshchikov, E. Ilyenkov, I. Isaev, D. Karov, T. Levashov, S. Mutsynov, V. Novitsky, V. Slastenin, V. Sokolova. Purpose of the article. The question of the role of practical training as a factor in the formation of the pedagogical culture of a future foreign language teacher has not found sufficient coverage in scientific research. As a result, the purpose of the article is to determine the main tasks of teaching practice within the framework of the problem under study, to identify the need for its implementation, to consider the essence of the concept of "pedagogical culture", to analyze the role of teaching practice as a factor in the formation of the pedagogical culture of a future foreign language teacher. It seems important to define the concept of practical training. Federal Law dated 02.12.2019 N 403-FZ amended the Federal Law "On Education in the Russian Federation" and certain legislative acts of the Russian Federation", introducing the concept of "practical training of students" as a form of organizing educational activities when mastering an educational program in conditions of students fulfilling certain types of work related to future professional activities and aimed at the formation, consolidation, development of practical skills and competence in the profile of the relevant educational program. First of all, teaching practice is the most important link in the system of professional training of the future educator, teacher, pedagogue. This is an organic part of the educational process, carried out with the aim of forming in students a holistic idea of

the educational complex of a modern educational institution and the system of pedagogical knowledge and skills for future practical work [1, p. 29]. The modern system of higher education is aimed at achieving a new quality of training specialists that meet the requirements of the country's economy and social development. The recently increased need for highly qualified teachers has increased the interest of psychological and pedagogical science in studying the personality of a teacher, the necessary conditions and stages of his professional development. And since the practical training of students is included in the process of preparing a graduate, it can be considered as one of the important stages in the training of competent specialists. Pedagogical practice is of vital importance for philology students and therefore has a serious moral and psychological impact on them. This is a kind of real meeting of future foreign language teachers with the corresponding social environment and with various aspects of their chosen specialty. Based on the direct participation of students in the educational process, pedagogical practice is aimed at mastering by future foreign language teachers the forms, methods, methods, techniques, tools of work of a modern teacher, the latest technologies for organizing training and education, aimed at the practical solution of important didactic and methodological problems, consolidation special practical skills of pedagogical activity. An analysis of pedagogical literature on the research topic [2, 3, 4] showed that during teaching practice, future foreign language teachers: - study organizational and methodological methods of functioning of

different parts of an educational institution; - receive the necessary information about the work of a modern foreign language teacher; - acquire important information about the general system of work of the practice base; - get acquainted with educational and methodological literature; - develop professional communication skills with all participants in the educational process: students, colleagues, parents; - study students and the team as a whole; - take part in the current educational work of the teacher and class teacher as much as possible. The main objectives of the pedagogical practice of students of higher educational institutions are established by the Regulations on the practice of students of higher pedagogical educational institutions: 1. Consolidation and deepening of the theoretical and educational knowledge of students based on "immersion" in the real pedagogical process. 2. Consistent formation of psychological readiness for work at school among students studying foreign languages. 3. Systematic consolidation of future foreign language teachers' pedagogical skills and practical skills in the specialty being studied in educational institutions. 4. Constantly stimulating the need of philology students for continuous pedagogical self-education and self-education. 5. Mandatory mastery of modern scientific methods and forms of pedagogical activity, new effective teaching technologies, familiarization with best practices in the specialty being mastered. 6. Formation of a creative research approach to teaching activities, acquisition of skills in analyzing the results of one's work [5, p. 137]. There are also a number of specific regulatory documents in accordance with

which the organization and conduct of teaching practice is built. These include: - recommendations for industrial (pedagogical) practice; - curricula for areas of training/specialties; - teaching practice programs. This or that attitude towards a profession is created, as is known, by the orientation of the individual, the motivational, ideological and regulatory aspects of behavior and consciousness. It should be noted that any activity must be motivated. When undergoing teaching practice, philology students form value and motivated orientations for successful professional activity. Thus, among the main motives for the activities of future teachers, foreign language teachers, we can highlight the following: - professionally significant motives; - socially significant motives. The former imply unconditional love for children, for the chosen profession, and assume the creative nature of the work of a foreign language teacher. The second includes the desire of philology students to gain new knowledge, skills, abilities, and the desire to be useful to society, realized in it. Also an important aspect of practical training is the mandatory stimulation and need to develop a number of needs among future teachers and foreign language teachers: - in communication with students, teachers, parents of students; - in mastering pedagogical and special knowledge, skills and abilities; - in pedagogical research work, - in professional pedagogical self-education. It is also necessary to note the versatility of the educational work of philology students during their internship. In this case, educational work includes communicating

educational and educational information to students, explaining tasks, dividing various assignments between students, involving students in direct activities, competently regulating relationships, resolving conflict situations, coordinating the overall work of the team, and much more. Improving the teaching practice of philology students depends on how and what content trainees select for lessons, what teaching methods they use during classes, and whether the forms of organizing students' activities vary. In a number of cases, a philologist student, using methodological developments and recommendations, including materials from educational and methodological complexes in foreign languages, often incorrectly reflects their theoretical essence, subjectively approaches the implementation of fundamental principles, and also does not widely involve methodological, psychological, pedagogical, linguistic and other related information, as this implies the creative nature of his future profession. In this case, it is advisable to talk about the need for timely assistance to those undergoing teaching practice from methodologists of higher educational institutions and teachers of the school on the basis of which teaching practice is carried out. In modern conditions, a situation has developed that is favorable to the creation of a holistic scientific theory and methodology for preparing future teachers for educational work in the process of teaching practice. This is facilitated by the extensive experience accumulated by the country's universities, as well as numerous studies conducted by scientists. In our opinion, the construction of an integral system of

methodological assistance can be facilitated by the study of individual pedagogical skills that have their own characteristics and require their own formation methodology in accordance with the conditions of a specific stage of professional training of a future foreign language teacher. Studying the mass experience of organizing teaching practice makes it possible, in addition to positive aspects, to note a number of negative ones that students who have chosen the profession of teaching a foreign language encounter. Often, shortcomings in the construction of the educational process are the cause of negative experiences of student interns and their failures in managing the real pedagogical process. A detailed consideration of the problem allows one to attribute to these negative aspects the insufficient involvement of philology students in active forms of educational and extracurricular work, since they contribute to the formation and development of important practical skills among future foreign language teachers. Currently, in higher educational institutions one can observe a clearly insufficient relationship and consistency in the study of the cycle of philological, pedagogical, and psychological disciplines, which is another obvious drawback. A. Guba outlined certain ways to solve this problem. He proposes a more in-depth, detailed study of the existing experience in teaching philological and pedagogical disciplines and introducing a number of significant changes to the actual curriculum of the country's pedagogical higher educational institutions that graduate foreign language teachers [5, p. 191]. Let us note that the concepts of "teaching practice"

and "teaching skill" are closely related. Professionally important qualities of a teacher's personality in students are formed in the conditions of their inclusion in teaching activities, the initial stage of which is the practical training of students. It seems appropriate to consider teaching practice as a type of educational and professional activity aimed at updating the self-development of professional competence among philology students and the formation of a pedagogical culture. The study showed that the most important prerequisite for successful internship is the pedagogical culture of the trainee, the future foreign language teacher. Improving the culture of a teacher trainee during his professional training makes it possible to solve a number of significant problems that have arisen in recent years as a result of changing ideas about new priorities of education and upbringing. The pedagogical culture of a teacher is a general characteristic of his personality, which reflects the ability to successfully carry out educational activities. Without such a culture, teaching practice turns out to be paralyzed and ineffective. During the scientific search and study of pedagogical literature [5, 6, 7], it was found that the concept of "pedagogical culture" is not generally accepted and does not have a fixed, generally accepted scientific definition. Many researchers interpret it differently. However, while covering certain essential aspects of pedagogical culture, some definitions do not affect other, no less important points. Let us list several approaches to defining the essence of the concept of "pedagogical culture". Thus, a number of teachers present it as part of universal human

culture, in which spiritual and material values, as well as methods of creative pedagogical activity necessary for a person to serve the historical process of generational change and socialization (growing up and formation) of the individual, are imprinted to the greatest extent. Others see in it an essential characteristic of a holistic personality, capable of dialogue between cultures on an individual and personal level. Still others understand it as a dynamic system of pedagogical values, methods of activity and professional behavior, the components of which are: pedagogical position and personal qualities, professional knowledge and culture of pedagogical thinking, professional skills and creative nature of pedagogical activity, self-regulation of the individual and culture of professional behavior. We find it interesting to define the concept of “pedagogical culture” given by V. Slastyonin, who understood the pedagogical culture of a teacher as the totality of a high level of development and improvement of all components of pedagogical activity and the same level of development and implementation of the teacher’s essential personal strengths, his abilities and capabilities [5, With. 138]. V. Slastyonin identified the main components of a teacher’s professional pedagogical culture, to which he included: - an axiological component; - technological component; - personal and creative component. According to the teacher, the axiological component is formed by a set of pedagogical values created by humanity and uniquely included in the holistic pedagogical process at the present stage of development of education. The technological component includes

the methods and techniques of the teacher’s pedagogical activity. The personal-creative component reveals the mechanism of mastering it and its implementation as a creative act [5, p. 167–168]. A number of other researchers highlight such components of a teacher’s pedagogical culture as: - a clearly expressed stable pedagogical orientation of interests and needs; - harmonious mental, moral and aesthetic development; - installation on constant self-improvement; - culture of behavior and communication, pedagogical tact; - personal independence of the teacher; - general pedagogical erudition and competence; - friendliness, sociability and passion for work; - pedagogical skill. Pedagogical skill is the most important and structure-forming component of pedagogical culture. It is expressed in stable psychological and pedagogical knowledge, pedagogical exactingness and pedagogical tact of the teacher and educator. Speaking about the personal independence of the future teacher, it should be noted that the most important personality qualities in the initial period of professional development of a student of philology are: - interactive (promoting optimal subject-subject pedagogical interaction with students); - perceptual (contributing to the teacher’s knowledge of the student’s personality); - communicative (promoting optimal reception and transmission of information for organizing productive pedagogical communication). Conclusions. Thus, it is practical training that is one of the factors in the formation of the pedagogical culture of the future foreign language teacher, and also helps to realistically evaluate

the knowledge, skills and abilities acquired by the student theoretically in psychological, pedagogical and philological disciplines and private methods, and allows us to identify the actual inclination of students to pedagogical activity. The article does not cover all aspects of the problem under consideration. Further in-depth study requires questions related to the methodology of practical training, the motivational component of students' practical activities, the definition of the functions of a teacher's pedagogical culture, and the stages of its formation. The study of these issues determines the prospects for further research.

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